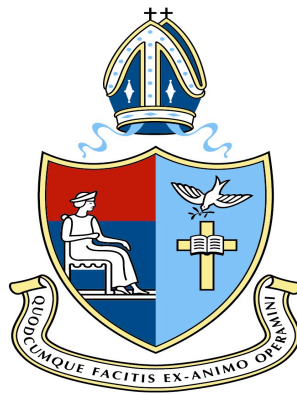


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New England Girls' School

2010 Annual Report

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SECTION 1: MESSAGES FROM KEY SCHOOL BODIES

Board of Directors

The Board of Directors are elected at the Annual General Meeting of NEGS Limited, a company limited by guarantee, which owns the assets and liabilities of the School.

The objects of NEGS Limited are:

- ☒ To accept the transfer and undertake all or any part of the property, assets, liabilities and undertakings of New England Girls' School conducted at Armidale and for such purposes make all such arrangements financial and otherwise as may be necessary or expedient.
- ☒ To carry on the School as a non-government school pursuant to the *Education Act 1990*.
- ☒ To provide the necessary resources and facilities to meet the aims and objectives of the school from time to time.
- ☒ To provide religious instruction in the School in accordance with the Fundamental Declarations in the *Anglican Church of Australia Constitution Act 1961*.
- ☒ To conduct such educational courses and programmes as the Board from time to time determines.
- ☒ To act as trustee and to perform and discharge the duties and functions incidental thereto where this is incidental or conducive to the attainment of these objects.
- ☒ To do such other things as are incidental or conducive to the attainment of these objects.
- ☒ To do all or any of the things authorised by the Corporations Act.

Directors meet once a month during term time (12 occasions per annum) with the Principal and Company Secretary in attendance. Meetings are highly structured with the typical agenda formatted as follows:

- ☒ Confirmation of Minutes of previous meeting;
- ☒ Business arising from the previous meeting;
- ☒ Principal's Report
- ☒ Applications for Membership
- ☒ Enrolment Report
- ☒ Development and Publications Report
- ☒ Marketing Report
- ☒ Functions and Events Report
- ☒ Financial Report
- ☒ OH&S Report
- ☒ Other Business.

During 2010 invitations by the Board were issued to various staff to report on their special initiatives together with a number of external consultants who provided advice on key issues.

The construction of new buildings for the Livestock Precinct and St John's Junior School Library were nearing completion. These facilities were made possible under the Federal Government's Grant Scheme. In addition, and as part of the Board's plan to consolidate St John's Junior Co-educational Junior School into a single campus, the Junior School's transition classrooms were also nearing completion. These works were funded internally.

Most importantly, this year has seen the School returned to profitability with a debt repayment plan in place. The Board introduced a performance appraisal model, continued to update role statements, closely monitored the financial status of the School, and addressed any deficiencies in policy.

In line with adopting a new Constitution for the NEGS Parents' and Friends Association, the Board was pleased to note a renewed passion and co-operative spirit throughout the staff and school community.

The Executive

2010 saw the Executive Team of the School expanded to include the Director of Enrolments and the Director of Development.





During the year the Executive Team looked at such issues as marketing, enrolments, signage for the School and various policies and procedures to consolidate the requirements of the Strategic Plan. A whole school and best practice approach was taken.

The Executive Team meets weekly and aims to provide strong leadership, definitive decision-making and holistic planning. It also reviews and refines school events and looks at ways to continually improve both NEGS' traditions and new directions.

Parents and Friends' Association

2010 saw a change in the executive of the P&F mid-year with the new team implementing the initiatives which are the traditional pursuits of this proactive body.

Our fundraising activities included the organisation of:

-  the P&F Ball (February) which raised \$11,361
-  the Spring Fair (September) which added \$20,950 to our coffers
-  catering functions at the various swimming and athletics' carnivals
-  catering for a variety of livestock sales.

The membership continues to grow and the annual fees provided the organisation in excess of \$5,500.

Our main achievements have been to purchase a catering trailer, to donate \$2,000 to our local Armidale Breast Cancer Support Group and our \$10,000 scholarship fund. We have also contributed to the purchase of the compactus in the library, funding of the school musical, purchase of equestrian rugs, construction of two handball courts, funding for the new tear drop signs, home readers and the new bench seats.

Towards the end of the academic year we provided financial support to the Year 12 Valedictory Dinner and continued to support the various Speech Day events with prizes for specific achievements.

Student Representative Council

The Student Representative Council (SRC) is a democratically elected body that gives a voice to student concerns within the school community. Three members are elected from each year group to listen to and voice the concerns of students and where necessary to promote positive change.

The SRC provides members with the opportunity to:

- ☒ Develop leadership skills by participating in school decision-making
- ☒ Practise active citizenship within their school community
- ☒ Develop teamwork skills and learn how to use meetings as an appropriate forum for decision-making
- ☒ Promote tolerance and cooperation across all year groups.

The SRC provides students with the opportunity to take initiative in the area of community service. Students recognise areas of need and develop achievable strategies to contribute to solutions. Recent community service initiatives that the SRC has supported recognise that citizenship starts at home, within their own school and the local community.

However, in the 21st Century we are increasingly aware of our role as global citizens. To this end the SRC conducted the following fundraising activities in 2010:

- ☒ A money line for Round Square
- ☒ Themed out of uniform day
- ☒ Organising music for school socials
- ☒ Coloured hair-ribbon day
- ☒ National Bandana Day to support Canteen
- ☒ Harry Potter stall at the Spring Fair to support P&F fundraising

During 2011 the SRC will continue its work in raising money for a range of charities and promoting tolerance and cooperation in the school community.

Prefect Body

The Prefects system has proved to be extremely efficient for the development of the leadership skills of our Year 12 students.

Prefects initiated and conducted many activities in all areas of the school, developing the leadership skills of the relevant Prefects for those areas. As in previous years, the Prefects participated in a Leadership Conference in Tamworth.

A Suggestion Box in the Library was installed for students wishing to provide suggestions or ask questions about projects or ideas around the school. This enabled students to voice their opinions and ideas about things that should happen in the school.

Different fund raising activities were conducted aimed at different targets. The whole Prefect Body focused on raising money for the school present through: Valentine's Day (cupcakes) and Valentine's Dinner for the Boarders; Trivia Night for boarders and day girls coinciding with the Soccer World Cup (in June); and cake stalls. The Day Girl Prefects focused on a fundraising raffle for a new Bus Stop facility.

The Round Square Prefect organised a whole school Easter Egg Hunt to raise money for the Prince Alexander Fund. The Equestrian Prefect organised flower seeds for sale for the Equestrian Centre improvements. The Community Service Prefect helped to organise a Maths tutoring program on Fridays at lunchtime.

The Sports Prefects were involved in organising the Swimming and the Athletics carnivals and supporting the sports captains in their roles during the year. They also organised a Volleyball Day and helped with the organisation and running of the Sports'

Dinner.

Prefects took the initiative to repaint the notice boards and decorate specific sections of the school.

Prefects created and presented in Assembly a video with the correct uniform that all students should wear.

The Community Service Prefect organised visits to BUPA Nursing Home on some Thursday afternoons after school.

The Prefects decorated the float for 'Disco Inferno' on which some dancers from the musical performed during the Autumn Festival parade.

The 'Big Sister Program', led by the Senior Prefects, is an initiative that has been developed in order to encourage a bond between year 7 and 12 students in the school. At the beginning of 2010, the members of Year 12 were each given a Year 7 student to mentor throughout the year, to assist them in both cultural and academic aspects and to promote positive relationships within the school.

Boarding

NEGS boarding commenced 2010 with 145 boarders. Year 12 are located in Saumarez House, with vertical boarding continuing in White and Kirkwood Houses for Years 7 to 11. A new concept this year was to bring all students together for dinner instead of the previous system of two sittings. This worked well with a Year 12 student seated at every table.

Through the Round Square Scheme we welcomed many overseas and interstate students during the year which enriched their lives as well as those of the NEGS students. They came from Canada, South Africa, United Kingdom, Germany, Japan, Victoria and Tasmania. In July we welcomed 26 students and 2 teachers from Kichijo Girls' School in Japan. Our boarders look forward to this visit every year, two weeks of much laughter and an exchange of cultures with new friendships forged.

During the year boarders marched in the Armidale ANZAC parade and took part in the Autumn Festival, preceded by the Campus to City Canter, concluding with breakfast in the Park. Soccer Sundays with The Armidale School, Square Dancing, interschool socials, visits to the Sunday Markets and the movies were all part of the weekend activities.

Boarders are often called upon to help with social functions within the School and 2010 was no exception. They waitressed at the Year 12 Formal and acted as hostesses over the Old Girls' Weekend in September. The Year 12 Formal is an annual ritual for all boarders who line the road outside the NEGS Centre, cheering as Year 12 and their guests arrive in their finery.

In November we said a sad farewell to Year 12, 2010 and for the last 3 weeks of the school year Year 12 2011 moved into their new accommodation in Saumarez House. They were delighted with their new surroundings.

2010 was a progressive and fulfilling year for boarders and staff. Our House staff spend their time providing a safe and caring environment for students in and out of school hours, where the aim is to guide them into becoming caring, self sufficient

young women and broadening their horizons as they look towards the future.

Chaplaincy

In 2010 the Chaplaincy programme continued to provide three chapel services a week to both the junior and senior schools. Christian Studies classes were taught from Transition through to Year 10. In addition to this formal programme, the Chaplain provided optional activities for the students such as Bible Studies, a regular pastoral care breakfast at the Chaplain's residence and a trip to the KYCK conference in Katoomba. The aim of all of these activities was to bring the Bible to bear on young people's lives in a relevant and engaging way and to nurture and support their spiritual growth.

There were a number of Special Services throughout the year such as Confirmation, Old Girls' Services, a memorial service for a NEGS Old Girl and three weddings.

The role of Year 9 Year Advisor was given to the Chaplain in 2010 which helped to give her additional standing in relation to pastoral care in the school.

The Chaplain was assisted in her work by a gap year student, Jennifer Latham (NEGS Year 12, 2009), and Matthew Pearson (education student UNE) who provided chaplaincy to St John's.

Library

The tasks of day-to-day organization and management continue to dominate the library workplace to ensure optimal levels of productivity in terms of both staff output and the facilitation of student work and enjoyment. Some independent decision making relating to the acquisition of resources has been undertaken by the library's manager but the needs, tastes and interests of students have been recognized as an important part of the mix and teachers requests for coverage of certain topics, authors or genres have been similarly influential. Relevance is a prime consideration.

Non-fiction collections have been assessed and items deleted to allow for replacement by newer, more relevant, contemporary sources of knowledge. Some development of digital databases has been welcomed as this source of information is a growing one and students not only need the information they can offer but also need the experience of using this source of information. The database choices have been set out on the library's home page alongside links to the library's catalogue and the net. Fiction materials have been constantly assessed for reader-value and interest and decisions have been made which reflect the literature demands of NEGS students. Approximately half of the acquisitions of new fiction in the secondary section of the library has been student driven. Magazines have reflected the demand with the main genres being art, fashion and textiles, Science and Geography. A daily national newspaper and the local Armidale papers as well as "The Land" are available for student reading.

With the acquisition of a grant, the west wing of the library building was totally redesigned to incorporate a large junior library, a multi-purpose teaching room and the textbook centre and a revamping of the audio-visual processing room. The Junior Library enjoyed a radical relocation in 2010, complemented by new shelving and furniture. Despite a great deal of physical relocation and repeated adjustment of normal library practices, the end result justified the work and stress involved. 2010 saw the launch of a spacious, attractive, inviting Junior Library. Textbook provision continues to be a major part of the workload of the library staff. Again, there is periodic

re-assessment of the stocks of these resources and consideration of new titles on the market. Because the textbooks are now all purchased, processed and circulated through the library's tracking program, losses are known and followed up and charges made. The Queensland Old Girls' Centre, which was located near the IT section, was moved to its new location within the library section. This new location has increased efficiency and time management. The grant enabled the relocation of the Compactus and refitting to provide a customised service centre for textbooks with shopfront access for class borrowing. The Audiovisual Library was also positively affected by the acquisition of the grant with a complete refurbishment of the existing room to provide a better designed floor area, adjustable shelves for videos and DVDs, wall mounted shelving for DVD recording and a storage area for teaching kits.

The end of the year saw a reorganization of the ground floor to include a 'Literature Zone' area, comprising a more comfortable, relaxed reading area with lounges and a coffee table. The Reference Collection was moved to shelving formerly occupied by the secondary fiction at the end of the non-fiction area. In this reorganization, biographies were also given a more exposed location to encourage browsing and borrowing. The new "Literature Zone" and the biography section have both experienced increased use.

Two significant programs for the student body occurred in August and November. Book Week in August saw the usual programs, using the national theme of "Over the Story Bridge". There were competitions, puzzle activities, readings, displays and a whole school and staff dress-as-a-character day, which was great fun. November saw a "Cup Cake Day" organised by Harriet Olver (Year 12) to fund the purchase of good quality romance books for the library. With the funds, Harriet headed a small committee to select the titles to be purchased. These are now in circulation.

2010 has been marked by substantial changes to the Library facility, supported by minimal disruption to school routines in the process. It is increasingly used as a tutor facility in the afternoons and as a meeting centre, debating and mock trial practice venue at lunchtimes and is routinely used for P&F and Old Girls' meetings and parent teacher interviews.

Round Square @ NEGS

Round Square within the NEGS community has grown in strength and purpose during 2010. It was led by Prefect, Clare White and Captain, Jessica Cameron. They were enthusiastic and creative and successfully attracted the support of the whole prefect body and others in the conduct of events. They worked consistently towards raising money to cover the annual obligatory payment to the Prince Alexander Fund which supplies materials for the Round Square volunteer projects as well as their goal of funding Round Square IDEALS banners for the Assembly Hall. By the end of 2010 they had achieved the totals necessary.

Within the school community there are two major events designated for Round Square. At Easter there was an Easter Egg Hunt and students were levied \$5 as a contribution. This covered the Prince Alexander Fund target amount and was certainly enjoyed by the students. In November there was the "Walk in Our Shoes" Day which was designed both as a day to raise awareness of third world issues and a fund raising day. This was well received and fundamentally it was a day planned and organized by the student committee. Behind the scenes a hard working staff group organized the morning tea and a 'third world lunch' for all the secondary school students.

For international and Australasian opportunities there is a focus on Year 8 and Year 10-11 for conferences and exchanges, though this can be flexible. NEGS did not send a contingent to the Regional (Australasian) Conference in 2010.

Year 8 students had three significant events in 2010. In April Mrs Megan Tyers led a contingent of six Year 8 girls on a special Round Square experience in New Zealand, joining with other Round Square students of the same age from Singapore and Canada. This was very successful and worthwhile from many perspectives. The Junior Round Square Conference was held at Scotch Oakburn College, Launceston (Tasmania) and four students attended with two staying on as two-week exchanges at the school. A pressure packed program ensured that they had a wonderful time of fun mixed with serious leadership and self confidence training. Junior Round Square exchanges are generally for two weeks and these experiences are offered within the Australasian region. In 2010 there were five outgoing exchangees attending other Round Square schools in Alice Springs and Ballarat as well as Scotch Oakburn, Launceston. NEGS hosted six incoming junior exchangees from the schools mentioned previously.

Two Year 10 students attended the senior International Conference. This number was severely reduced from the seven original applicants as there was daily publicity of political strife in Thailand, the host country for the conference, and parents withdrew their daughters. The host school was The Regent's School, Pattaya (Thailand). Nevertheless, we were still represented and it was a spectacularly successful conference for both these students and the NEGS coordinator and established NEGS as a firm global member. One of the delegates, Rebecca Morley was invited to be a Barazza leader (student group leader) and program organiser and she travelled a month ahead to train and contribute to the organization of the conference. Both student delegates gained much in personal development and a commitment to less privileged people than themselves. One of the most important outcomes from these conferences is the establishment of confident and reliable links for exchange opportunities. Throughout 2010 NEGS hosted nine international exchange students from Scotland, UK, Germany, France, India, Canada and South Africa for varying periods (2 weeks–8 weeks) while five NEGS girls went overseas to Scotland, UK, Germany and France for mostly a term. The NEGS exchange representatives all had very successful experiences and provided audio-visual presentations regarding their exchanges to the NEGS Assembly on their return.

The NEGS Round Square Staff Team consisted of Mrs Heather Fisher (Round Square Coordinator), Mrs Stephanie Thomas (Senior Round Square Exchange Coordinator), Mrs Megan Tyers (Junior Round Square Special Trip), Mrs Kay Hiscox (Junior Round Square Exchange Coordinator) and Mrs Sam Morley (publicity and Junior Round Square Conference Convenor). Throughout the year there were once per term Round Square teleconferences to keep in touch with all the other Round Square Coordinators in the region and Heather Fisher participated in all of these.

SECTION 2: CONTEXTUAL FRAMEWORK

New England Girls' School is situated in the city of Armidale, NSW and was established in 1895 by Miss Green who wrote:

"..the school has built a tradition of academic excellence, where every student is encouraged to reach their full potential, both intellectually and spiritually, in an atmosphere that fosters creativity, personal and physical development and values individuality, as well as teamwork."

The passage of 115 years has not lessened our founder's value base.

The School Motto "What ever you do, do it heartily" encourages the students to do their best and develop all their potential.

NEGS is a day and boarding school that is co-educational from Transition to Year 6 and all girls from Year 7 to Year 12. It is a non-selective school and Boarding is seen as a core contributor to the ethos and diversity of the School. There is a varied and comprehensive co-curricular program, that encourages students to try new skills, learn and develop leadership, social and organisational skills and to provide service to the School and community.

NEGS is a Round Square School being one of four such schools in NSW.

SECTION 3: STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In May 2010, Year 3, 5, 7 and 9 students in all government and non-government schools across Australia completed the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. The results were released in early September and the individual results for each student were forwarded to parents later that month.

Year 3 Results

Of the students in Year 3, performance in bands 5 and 6 were as follows: 81% in Reading, 91% in Writing, 63% in Spelling, 73% in Grammar and Punctuation. In Numeracy 100% of students performed in bands 3-6.

The following table shows the percentage of Year 3 students in each band with band 6 being the highest band.

BAND		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
Band 6	State	28	25	21	29	15	14	22
	Region	39	34	28	38	22	20	33
	SEG	39	34	28	38	22	20	33
	School	45	55	36	64	27	18	45
Band 5	State	20	31	25	25	23	18	18
	Region	21	34	28	28	29	22	20
	SEG	21	34	28	28	29	22	20
	School	36	36	27	9	36	36	9
Band 4	State	24	27	24	19	22	33	20
	Region	22	23	23	17	23	34	20
	SEG	22	23	23	17	23	34	20
	School	18	9	18	27	27	36	36
Band 3	State	15	11	18	13	24	18	25
	Region	11	7	14	9	18	15	19
	SEG	11	7	14	9	18	14	19
	School	0	0	18	0	9	9	9
Band 2	State	10	4	9	9	12	14	10
	Region	5	1	6	5	7	8	6
	SEG	5	1	6	5	7	8	6
	School	0	0	0	0	0	0	0
Band 1	State	4	2	4	6	3	3	4
	Region	2	1	2	3	1	1	2
	SEG	2	1	2	3	1	1	2
	School	0	0	0	0	0	0	0

In Year 3, 1 student was absent for all tests and 2 students were withdrawn by parents. All students achieved above minimum standard in all tests.

AREAS OF STRENGTH IN YEAR 3

LITERACY

The strengths in Reading included recognising purpose of photos in text, recognising the relationship of a sentence to surrounding text and identifying a speaker's opinion in a paired persuasive text. Spelling strengths included spelling two and three syllable words, using a suffix to change a base word and identifying errors in one-syllable words. Strengths in Grammar and Punctuation were the identification of correct punctuation for the close of a sentence and the correct use of, and identification of, missing apostrophes.

NUMERACY

Areas of strength in Numeracy include interpretation of simple timetables and identifying solutions to simple problems involving multiplication and rounding.

AREAS OF WEAKNESS IN YEAR 3

LITERACY

In Reading, areas of weakness were identifying a common point of view and inferring a character's intentions. An area of weakness in Spelling was identifying an error with a two-syllable word. Identifying adjectives in a sentence was a weakness in Grammar and Punctuation.

NUMERACY

The main area of weakness was solving a problem involving reasoning, addition and subtraction.

Year 5 Results

Of the students in Year 5, performance in bands 7 and 8 were as follows: 46% in Reading, 34% in Writing, 39% in Spelling, 54% in Grammar and Punctuation. In Numeracy 69% of students performed in bands 6-8.

The following table shows the percentage of Year 5 students in each band with band 8 being the highest band.

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
BAND								
Band 8	State	17	10	12	17	14	14	19
	Region	27	16	15	24	21	21	29
	SEG	27	16	15	25	21	21	29
	School	27	15	12	27	8	4	19
Band 7	State	16	17	24	28	18	13	15
	Region	21	22	29	34	24	17	20
	SEG	21	22	28	33	23	17	20
	School	19	19	27	27	42	35	27
Band 6	State	22	38	27	18	25	27	19
	Region	23	40	28	18	27	29	20
	SEG	23	40	28	18	27	29	20
	School	19	38	31	27	19	31	31
Band 5	State	24	21	22	20	27	26	28
	Region	19	16	19	16	21	22	23
	SEG	19	16	19	15	21	23	23
	School	23	15	19	15	27	19	15
Band 4	State	13	9	11	11	12	14	11
	Region	7	5	7	6	6	9	6
	SEG	7	5	7	6	6	9	6
	School	12	8	8	4	4	12	4
Band 3	State	7	4	5	6	4	6	4
	Region	3	1	2	2	1	2	2
	SEG	3	1	2	2	2	2	3
	School	0	4	4	0	0	0	4

In Year 5, all students sat every test. All students achieved above minimum standard in all tests.

AREAS OF STRENGTH IN YEAR 5

LITERACY

Areas of strength in Reading included identifying a common point of view and identifying a writer's purpose. Grammar and Punctuation strengths included identifying the correct post-modifier and selecting subjunctive verbs.

NUMERACY

Numeracy strengths included recognising a missing part of a puzzle and solving an inequality using a 'greater than' sign.

AREAS OF WEAKNESS IN YEAR 5

LITERACY

Areas of weakness in Reading were making inferences about a character and locating directly stated information. Identifying comparative forms of verbs was a weakness in Grammar and Punctuation.

NUMERACY

An identified weakness in Numeracy was the identification of the perimeter of a 2D shape with missing side lengths.

Growth between 2008 and 2010

The expected growth for students who sat the NAPLAN tests in year 3 (2008) was above 47% in all areas with the best area of growth being 57.9% in Grammar and Punctuation. In all tests, at least 73% of the students experienced growth.

Year 7 Results

Year 7 results with areas of strengths & weaknesses:

In Year 7 twenty-nine students completed the NAPLAN tests with one withdrawn. The school report indicates that there were no students below the national minimum standard in reading, writing, spelling, and numeracy. There was one student below the national minimum standard in grammar and punctuation.

The areas of strength in Year 7 Reading included making inferences and generalisations about characters, identifying a synonymous match, interpreting meaning and connecting information, identifying bias, identifying the target audience, identifying a theme and inferring a belief. Areas of strength in Spelling included several words that were correctly spelt and correct identification of errors. Areas of strength in Grammar and Punctuation included recognising a subject-verb agreement, identifying use of paraphrases, selecting a subjective verb and identifying a dependent clause, comparative adverb and a conjunction, identifying use of parenthesis. Areas of strength in Year 7 Numeracy include estimating mass of an object, converting units of time, following compass directions, subtracting fractions, comparing an angle size on a map, and 4 digit by 2 digit division.

The areas of weakness in Year 7 Reading were identifying assumed knowledge and recognising the organising structure. In Spelling, the word "tournament" was commonly misspelt. The weakness in Grammar and Punctuation was to identify correlative conjunctions. In Numeracy weaknesses included 4 digit addition and 4 digit times fraction, time zones, multiplying a decimal by 10, circle/angle size and to interpret table/rule.

The percentage of Year 7 students in each band (with Band 9 the highest) is shown in the following table:

BAND		<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar & Punctuation</i>	<i>Numeracy</i>	<i>Data, Measurement Space & Geometry</i>	<i>Numbers, Patterns & Algebra</i>
Band 9	State	11	7	11	12	14	15	17
	Region	20	13	15	19	23	23	27
	SEG	21	13	16	20	24	23	28
	School	17	10	14	17	7	17	7
Band 8	State	22	18	25	14	16	19	14
	Region	30	25	32	19	23	26	20
	SEG	30	25	32	19	23	25	20
	School	31	34	34	21	14	7	17
Band 7	State	26	24	29	28	26	22	23
	Region	27	26	29	32	29	25	26
	SEG	27	26	29	31	29	25	26
	School	28	24	38	31	41	38	38
Band 6	State	21	32	19	24	24	24	23
	Region	15	27	15	20	18	19	17
	SEG	15	27	15	19	18	19	17
	School	17	24	10	21	28	24	24
Band 5	State	13	11	9	10	14	15	17
	Region	6	6	6	6	6	7	8
	SEG	6	6	6	6	6	7	8
	School	7	7	3	7	10	14	10
Band 4	State	4	5	5	10	3	3	4
	Region	1	2	2	5	1	1	1
	SEG	2	2	2	5	1	1	1
	School	0	0	0	3	0	0	3

Year 9 Results

Year 9 strengths and weaknesses:

In Year 9, out of 40 students one student was absent for the Reading, Writing, Spelling and Grammar and Punctuation tests, and two were absent for the numeracy tests. The school report indicates that there were no students below the national minimum standard in Reading, Writing and Numeracy. There was one student below the national minimum standard in Spelling and Grammar and Punctuation.

The areas of strength in Year 9 Reading were numerous and included making linkages across paragraphs, identifying differences between text types, identifying persuasive strategy, and identifying assumed knowledge. Other strengths were inferring the main idea of one speaker, identifying the target audience, inferring a character's motives and the reasons for a character's behaviour, identifying the writer's attitude and tone. In Writing there were strengths in effective characterisation and the use of correct cohesive devices. Several words were spelt correctly and in Grammar and Punctuation the main strengths included identifying the use of parentheses, identifying possessive pronouns, identifying punctuation of direct speech, identifying use of ellipsis, identifying a preposition, identifying a dependent clause and identifying the quotation of a non-literal phrase.

Two areas of weakness were identified in Year 9. In Grammar and Punctuation identifying the apostrophe of possession was a weakness and in Numeracy, the interpretation of the sector graph.

The percentage of Year 9 students in each band (with Band 10 the highest) is shown in the following table:

		<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar & Punctuation</i>	<i>Numeracy</i>	<i>Data, Measurement, Space & Geometry</i>	<i>Numbers, Patterns & Algebra</i>
BAND								
Band 10	State	6	8	10	12	13	14	13
	Region	11	14	14	19	21	22	20
	SEG	12	14	14	20	22	22	21
	School	10	13	10	18	11	5	8
Band 9	State	19	12	18	14	14	12	18
	Region	27	18	24	20	21	19	27
	SEG	28	18	24	20	21	19	27
	School	31	18	18	28	5	18	26
Band 8	State	24	25	29	24	24	25	18
	Region	29	29	32	28	29	29	21
	SEG	29	30	32	28	26	29	21
	School	41	38	41	18	45	29	24
Band 7	State	23	22	23	26	27	27	29
	Region	20	20	20	22	20	21	23
	SEG	19	19	19	21	20	20	22
	School	10	18	26	26	29	37	34
Band 6	State	19	22	11	15	16	16	15
	Region	10	15	7	8	7	8	7
	SEG	10	14	7	8	7	8	7
	School	8	13	3	8	11	8	5
Band 5	State	8	10	9	8	6	6	6
	Region	2	4	4	3	2	2	2
	SEG	2	4	4	3	2	2	2
	School	0	0	3	3	0	3	3

SECTION 4: SCHOOL PERFORMANCE IN STATE-WIDE TESTS

Higher School Certificate

In 2010, 30 students sat for the NSW Higher School Certificate in 31 courses. Most students achieved marks in excess of 50 (Band 2 or higher) with 73% of results in Band 4 or above and 20% of results in Band 5 or 6. Of the 14 students who sat for extension subjects, 10 achieved a result in the E3 Band.

Band 6 results were achieved in Music 2, Community and Family Studies, and Personal Development, Health and Physical Education.

Subject	No of students	Performance band achievement by number and %									
		Bands 1-2			Bands 3-4			Bands 5-6			State Mean
		No.	%	State	No.	%	State	No.	%	State	
Agriculture *	5	3	60.0%	20.9%	2	40.0%	50.2%	0	0.0%	28.4%	69.9
Ancient History **	4	0	studied elsewhere		3	studied elsewhere		1	studied elsewhere		
Biology	9	0	0.0%	9.8%	8	88.9%	56.4%	0	0.0%	33.3%	73.4
Business Studies	5	2	40.0%	9.4%	2	40%	53.2%	1	20.0%	37.0%	74.4
Chemistry	6	1	16.7%	10.3%	5	83.3%	49.7%	0	0.0%	39.4%	74.5
Chinese Background Speakers **	1	0	studied elsewhere		0	studied elsewhere		1	studied elsewhere		
Community & Family Studies	12	0	0.0%	10.6%	9	76.0%	60.2%	3	25.0%	28.4%	72.4
Drama **	3	0	studied elsewhere		3	studied elsewhere		0	studied elsewhere		
English (Standard)	16	0	0.0%	8.8%	14	87.5%	67.5%	1	6.3%	4.3%	63.8
English (Advanced)	12	0	0.0%	0.9%	5	41.6%	41.1%	7	58.3%	57.9%	80.6
ESL	2	0	0.0%	10.3%	2	100.0%	63.0%	0	0.0%	25.4%	72.1
General Mathematics	11	2	18.2%	13.9%	9	81.8%	59.4%	0	0.0%	26.1%	71.3
Geography **	2	0	studied elsewhere		2	studied elsewhere		0	studied elsewhere		
Japanese Background Speakers **	1	0	studied elsewhere		0	studied elsewhere		1	studied elsewhere		
Japanese Beginners **	1	0	studied elsewhere		0	studied elsewhere		1	studied elsewhere		
Legal Studies **	2	0	studied elsewhere		2	studied elsewhere		0	studied elsewhere		
Mathematics – 2U	10	2	20.0%	10.6%	7	70.0%	41.0%	1	10.0%	48.0%	76.1
Modern History	8	0	0.0%	8.5%	6	75.0%	49.3%	2	25.0%	41.7%	75.5
Music 1	1	0	0.0%	1.9%	0	0.0%	37.4%	1	100.0%	60.2%	80.2
Music 2	1	0	0.0%	0.3%	0	0.0%	16.7%	1	100.0%	82.3%	85.5
PDHPE *	21	0	0.0%	6.5%	14	66.7%	54.6%	7	33.3%	38.4%	75.1
Physics **	2	0	studied elsewhere		2	studied elsewhere		0	studied elsewhere		
Textiles and Design	6	0	0.0%	9.9%	5	83.3%	43.7%	1	16.7%	45.3%	76.0
Visual Arts	7	0	0.0%	1.6%	5	71.4%	47.5%	2	28.6%	50.6%	78.9
Animal Care **	1		studied elsewhere			studied elsewhere			studied elsewhere		
Hospitality **	3		studied elsewhere			studied elsewhere			studied elsewhere		
Information Technology **	1		studied elsewhere			studied elsewhere			studied elsewhere		
Primary Industries **	7		studied elsewhere			studied elsewhere			studied elsewhere		
Primary Industries Specialisation**	2		studied elsewhere			studied elsewhere			studied elsewhere		

* denotes that NEGS was the outside provider for this course

** denotes that students studied this course elsewhere

This table does not include students who were not awarded any band

Subject	No of students	Performance band achievement by number and percentage												State Mean
		Band E1			Band E2			Band E3			Band E4			
		No	%	State	No	%	State	No	%	State	No	%	State	
English (Ext 1)	6	0	0.0%	0.6	0	0.0%	13.8	6	100.0%	61.1	0	0.0%	24.5	39.93
History (Ext) **	2	0	studied elsewhere		1	studied elsewhere		1	studied elsewhere		0	studied elsewhere		
Maths (Ext 1)	4	0	0.0%	2.7	3	75.0%	14.5	1	25.0%	45.6	0	0.0%	36.9	80.65
Maths (Ext 2) **	1	0	studied elsewhere		1	studied elsewhere		0	studied elsewhere		0	studied elsewhere		
Music (Ext)	1	0	0.0%	0.0	0	0.0%	1.1	1	100.0%	39.7	0	0.0%	58.9	44.49

** denotes that students studied this course elsewhere

Comparisons over time

Higher School Certificate

	2006		2007		2008		2009		2010	
	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%
Bands 1 – 2	28	12	12	9	6	3	7	3	10	7
Bands 3 – 4	134	60	90	65	86	48	118	58	105	72
Bands 5 – 6	63	28	36	26	89	49	79	39	31	21

Higher School Certificate Extension

	2006		2007		2008		2009		2010	
	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%
E1	4	10	1	2	0	0	0	0	0	0
E2	12	31	22	43	3	9	6	24	5	36
E3	21	54	23	45	26	74	15	60	9	64
E4	2	5	5	10	6	17	4	16	0	0

School Certificate

	2006		2007		2008		2009		2010	
	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%
Bands 1 – 2	4	2.5	10	5	6	5	6	3.5	4	2
Bands 3 – 4	72	45	102	57	71	57	79	46	105	57
Bands 5 – 6	84	52.5	68	38	46	38	87	50.5	76	41

School Certificate

In 2010, 37 students sat for the NSW School Certificate examinations. Over the six subjects tested, 41% of results were in Bands 5 or 6 with 6 students achieving a Band 6 in English and 5 students achieving a Band 6 in Science. The strongest performances compared to the state were in English, Science, History, Geography and Computing Skills which all had a significantly higher number of results in the top bands compared to the State averages. In Computing Skills 78% of students achieved a highly competent result.

Subject	No of students	Performance band achievement by number and percentage								
		Bands 1-2			Bands 3-4			Bands 5-6		
		No.	%	State	No.	%	State	No.	%	State
English	37	0	0.0%	2.7	14	37.8%	58.5	23	62.2%	36.4
Mathematics	37	2	5.4%	14.8	27	73.0%	55.3	8	21.6%	27.3
Science	37	0	0.0%	5.9	18	48.6%	50.6	19	51.3%	40.9
Aust History	37	2	5.4%	17.7	24	64.9%	61.2	11	29.7%	18.5
Aust Geography	37	0	0.0%	13.0	22	59.5%	58.3	15	40.5%	26.0
		Performance band achievement by number and percentage								
		CND			COMP			HCOMP		
		No.	%	State	No.	%	State	No.	%	State
Computing Skills	37	0	0.0%	0.2	8	21.6%	42.4	29	78.4%	54.9

SECTION 5: SENIOR SECONDARY OUTCOMES

No senior student of NEGS undertook a course of study in 2010 leading to a Year 12 certificate or equivalent VET qualification.

Meantime 3 students completed the Hospitality course, 1 completed the Information Technology syllabus while 7 students were candidates at the HSC in Primary Industries.

SECTION 6: PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

Date/s	Length of PD	No of staff members	Location	PD Budget (\$)	Exec costs	Faculty area	Staff names
30-Apr-10	1	1	Sydney	395.00		Whole school	Michaela Inglis
17 - 18-Oct-10	2	1	Armidale	180.00	180.00	Director of Studies	Kay Hiscox
4 - 7-Jul-10	4	1	Perth	300.00		English	Peter Holford
28 - 30 May-10	3	1	Sydney		610.00	Executive/Management	Duean Howlett
26-Feb-10	1	1	Sydney	145.00		HSIE	Ed Esterbauer
22 - 23 Apr-10	1	1	Armidale	90.00		HSIE	Samantha Morley
30-Apr-10	1	1	Armidale	0.00		IEU	Megan Tyers
5-Mar-10	1	1	Sydney	95.00		Library	Heather Fisher
18 - 19-Jun-10	1.5	1	Sydney	280.00		Library	Heather Fisher
28-May-10	1	1	Sydney	0.00		LOTE	Hilda Nadolny
				Grant			
7-Jun-10	1	1	Sydney	money		LOTE	Jessica Hearne
4-Jun-10	1	1	Sydney	303.00		Mathematics	Michaela Inglis
25-Jun-10	1	1	Armidale	170.00		Mathematics	Daniel Larkin
6-10 April, 4-8 October	10	1	Sydney	965.00		Music	Rowena Tall
2 - 14-Jan-11	13	1	Brisbane	1540.00		Music	Leanne Roobol
2 - 14 JAN-11	13	1	Brisbane	1430.00		Music	Rowena Tall
19-May-10	2.5	1	Sydney	170.00		PDHPE	Suzanne Cosgrove
9-Jun-10	1.5	1	Sydney	264.00		PDHPE	Del Smidt
12 - 14 Nov-10	3	1	Gold Coast	535.00		PDHPE	Suzanne Cosgrove
19-May-10	2	1	Sydney	80.00		Science	Megan Tyers
10-Jun-10	1	1	Sydney	266.00		Science	Annette Edmonds
22-Oct-10	1	1	Sydney	80.00		Science	Megan Tyers
25 - 26-Nov-10	2	1	Armidale	125.00		Science	Megan Tyers
19 - 20- Mar-10	2	1	Local	136.00		St John's Junior School	Gemma Gallen
15 - 16 May-10	2	1	Local	230.00		St John's Junior School	Naomi Bassett
4-Jun-10	1	1	Sydney	80.00		St John's Junior School	Kathy McMillan
			Coffs				
25-Jun-10	1	1	Harbour	198.00		St John's Junior School	Cary Roberts
23-Aug-10	1	1	Tamworth	125.00		St John's Junior School	Sarah Wray
28-Oct-10	1	1	Tamworth	110.00		St John's Junior School	Naomi Bassett
20-Nov-10	1	1	Tamworth	230.00		St John's Junior School	Naomi Bassett
22-Apr-10	1	1	Sydney	80.00		TAS	Kate Blackmore
14 - 16 May-10	3	1	Sydney	460.00		TAS	Stephanie Thomas
10-Sep-10	1	1	Armidale	280.00		TAS	Sarah Ronald

SECTION 7: DETAILS OF TEACHING STAFF

Category	Number
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	36
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in a) or b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

SECTION 8: WORKFORCE COMPOSITION

	Male			Female		
	Prim ary	Seco ndary	Bo th	Primary	Secon dary	Both
Teaching	1	5	1	7	17	4
Non-Teaching (including maintenance, administration, boarding staff)			11			50

SECTION 9: STUDENT ATTENDANCE RATES

Kindergarten to Year 6

	Term 1		Term 2		Term 3		Term 4					
Year	No of students	Absences	No of students	Absences	No of students	Absences	No of students	Absences	Average no of students of students per term	Total Absences	Average no of absences per student	Average no of absences per student per term
Kindergarten	12	32	12	38	13	66	12	48	12.25	184	15.02	3.76
Years 1 & 2	22	44	22	54	22	60	22	47	22	205	9.32	2.33
Years 3 & 4	19	45	20	52	21	44	21	55	20.25	196	9.68	2.42
Year 5	24	53	26	66	24	76	23	50	24.25	245	10.10	2.53
Year 6	13	43	13	73	13	86	13	40	13	242	18.62	4.65
Total		217		283		332		240	91.75	1072	11.68	

Average daily attendance (K-6) is 94%

Year 7 to Year 12

	Term 1		Term 2		Term 3		Term 4				
Year	No of students	Absences	No of students	Absences	No of students	Absences	No of students	Absences	Total absences	Average no of students per term	Average no of absences per student
Year 7	29	81	30	88	31	93	31	73	335	30.25	11.07
Year 8	36	72	36	134	36	186	36	185	577	36	16.03
Year 9	41	91	41	98	41	111	41	114	414	41	10.10
Year 10	37	326	42	180	41	237	41	425	1168	40.25	29.02
Year 11	43	87	45	153	46	116	46	74	430	45	9.56
Year 12	30	105	30	109	30	114	N/A	N/A	328	22.5	14.58
Total	216	762	224	762	225	857	195	871	3252	215	15.13

Average daily attendance (7 - 12) equals 92%

* Higher absences in Year 10 are due to Round Square exchanges

SECTION 10: MANAGEMENT OF STUDENT NON-ATTENDANCE

It is anticipated that students will attend school for the full day. Students are not to leave the grounds during the day except with the permission of the Deputy Principal and Head of Junior School. All students are expected to attend for the whole of each term. Permission will be given to leave earlier only in exceptional circumstances and the Principal retains the sole authority to grant such leave.

Student attendance is checked and recorded daily by the relevant Year Advisor and K-6 classroom teacher and ongoing monitoring occurs by the classroom teacher throughout the day. Advice that a student is missing from a lesson is relayed to the Deputy Principal and/or Head of Junior School who follows the matter through to an appropriate conclusion. The Health Sister on duty complements the process by informing staff of students who may be resident in the Health Centre or who have medical appointments.

Parents of day girls are expected to follow up absenteeism with the provision of an appropriate note or medical certificate.

SECTION 11: RETENTION RATES (YEARS 10 TO 12)

Being a school with a large boarding population there are many variables which impact upon retention rates by comparison with a conventional day school.

Of the 32 students in Year 10 in 2008, 24 completed the HSC in Year 12, 2010 (75% retention rate).

SECTION 12: POST-SCHOOL DESTINATIONS

The following table details the post-school destinations of the 2010 Year 12 cohort.

Direction	No.	% of Total
Workforce	1	3
GAP Year	15	50
University	9	30
Unknown	5	17

SECTION 13: ENROLMENT POLICIES

New England Girls' School and St John's Co-Educational Junior School are both non-selective campuses and students are enrolled following lengthy interviews with the Principal and relevant staff members. This applies to both day and boarding students who are Australian residents.

The School is aware of current curriculum variations across state boundaries and has in place appropriate strategies to address any deficiencies which may arise as a result of these variables. As such, NEGS welcomes the developments currently in place for the introduction of a National Curriculum.

The enrolment of overseas students is a more complex process with potential enrollees required to submit the reports from the previous two years together with at least one character reference. They are also required to supply the original certificate of the result of the International English Language Testing System (IELTS) or results from the Australian Education Services (AEAS) test. Qualifying standards have been established in both these instances.

SECTION 14: CHARACTERISTICS OF THE STUDENT BODY

The overwhelming demographic in this school is Australian-born students. While the school has a current licence for the enrolments of 25 overseas students there were only 4 in 2010 – 2 from Japan, 1 from each of China and Singapore. Similarly, there were 4 indigenous students enrolled in 2010.

This School traditionally had a significant enrolment of Queensland-based students but this number has decreased in recent years with the disparity between the boarding fees in each State. Accordingly, the bulk of the boarding population comes from NSW rural bases while the New England area, as expected, is the source of the day girl population.

SECTION 15: SCHOOL POLICIES

Pastoral Care

NEGS has a tradition of holistic pastoral care. There exists a positive and open partnership with parents which ensures that the student body can make healthy, well-informed life decisions appropriate to their ages and circumstances. Being a small community, it is possible and practical to provide personal care within a professional framework.

Within the school there are key personnel who regularly consult as a group and refer matters related to the social, emotional, spiritual, academic or physical wellbeing of the students. Such personnel ensure the privacy and rights of parents are respected.

The Deputy Principal is responsible for discipline within a framework of care. Class teachers continue to be the first point of contact for Transition to Year 12, while pastoral matters are handled by Year Advisors, the Head of Junior School, the Head of Boarding, the Chaplain and School Counsellor.

Discipline

The basis of the pastoral care policy at NEGS is that every action has consequences and the individual student is the one responsible for deciding whether the consequences are positive or negative. Where concerns exist regarding a student's behaviour, the Year Advisor (7-12) and the Head of Junior School will collect reports from the student's teachers and will refer the matter to the appropriate staff member for resolution.

In the senior school, if a staff member is unhappy with some aspect of behaviour it will be recorded in the student's yearbook on the Signature Page. This yearbook is checked weekly and if there are three transgressions within a term the student receives a lunchtime detention.

Additional recordings in the yearbook lead to after-school detentions and ultimately a Saturday morning detention. It is at this point of the level system that the Principal will become involved. Serious or repeated misbehaviour may lead to suspension (either internal or external) and permanent exclusion from the school.

Complaints and Grievances

A procedural statement titled "Grievance – Student/Parent/Caregiver" has been developed and outlines both the informal and formal procedures which should be followed in the event of a complaint or grievance arising.

The procedure requests that before initiating informal or formal action complainants are encouraged to try and settle any grievance directly with the person(s) concerned.

In the case of informal and formal procedures a clear set of timelines and associated documentation have been delineated together with statements regarding the roles and responsibilities of officers who may be involved in the resolution processes.

With respect to the aforementioned policies no changes were effected during the 2010 academic year. The full texts of the respective policies are available from the Principal while edited transcripts are outlined in both the Family Handbook and the Student Yearbook.

SECTION 16: PRIORITY AREAS FOR IMPROVEMENT

Goal Area Priority	Achievements
Teaching and Learning	<ul style="list-style-type: none"> ☒ Encouraging reflection of the relevance of existing teaching/ learning programs. ☒ Accentuating the positive professional relationship with the University of New England. ☒ Ensuring effective teacher/parent interviews. ☒ Improving the quality of reporting to parents.
Deficiencies in communication	<ul style="list-style-type: none"> ☒ State of the Nation report at the end of Terms 1, 2 & 3 ☒ Detailed reports (using specific educational headings) for the Board of Directors, the P & F and Old Girls' groups ☒ The preparation of relevant agendas to guide meetings ☒ Role statements for all personnel ☒ A Boarding Handbook ☒ A New Student's Handbook ☒ A Year Advisor's Handbook ☒ The development of a relevant and visionary Strategic Plan ☒ The enhancements of the policy and procedures base of the School ☒ A fortnightly Principal's Professional Periodical ☒ A comprehensive Staff Handbook ☒ An effective Induction Booklet and package for new staff ☒ Staff Briefing Sessions twice a week ☒ Editorial copy in the Newsletter which focuses on contemporary educational issues ☒ Regular Careers Newsletter for Year 12 ☒ The "What's New in Careers" section in the newsletter ☒ IT Help Desk set up ☒ Heads of Department Planning Day
Student Welfare	<ul style="list-style-type: none"> ☒ Mentor system improved ☒ Student Induction Checklist put into effect ☒ Widening the scope and relevance of the Weekend Activity Program for the boarding students ☒ A coordinated and more effective Pastoral Care program.
Staff Development	<ul style="list-style-type: none"> ☒ Professional Development Committee set up ☒ Staff Appraisal system put in place overseen by Principal ☒ Staff members allocated Special Duties such as Duke of Edinburgh Scheme and Round Square ☒ Effective induction programs and ongoing support for new teachers ☒ A more professional and contemporary focus for School Development Day programs.
Facilities and Resources	<ul style="list-style-type: none"> ☒ St John's Library completed ☒ Building plans for Trade Training Centre put in motion ☒ Continued improvements to the Equestrian Centre

SECTION 17: RESPECT AND RESPONSIBILITY

The school desires all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility.

Student members of the SRC, the Prefect Body, and the various Captains (House, Sports and Class) are elected by their peers. Their responsibilities include representing their peers/years in forums designed to promote active student input into the life of the School.

Students are aware that the School is theirs, and that the task of the staff is to facilitate the process of communication to encourage responsibility and respect for others. This is complemented by the scope provided to develop talents and to learn through experiences. Opportunities to develop further these key qualities include Community Service and participation in the Duke of Edinburgh scheme.

All senior school students are required to complete a minimum of 10 hours community service per year. This is recorded in the Community Service log section of their Year Book. There is also a prize provided on Speech Day for the most community hours completed by a student.

Contained in the senior school Year Book is a merit page that teachers sign when a student is responsible, respectful and hard working. The student in turn can exchange these signatures for House points which are tallied over a 12 month period resulting in the awarding of a trophy to the house which accumulates the most points.

In the senior school Year Book there is also a signature/demerit page which can be signed by any staff member for any student who fails to respect rules eg. school rules, classroom rule. By signing the signature/ demerit page helps promote respect and responsibility within the school.

Every Wednesday morning in the senior school is designated Tutor Time. Each Year Advisor investigates ways to promote respect and responsibility within the school. Each year group have different strategies on approaching this according to the age of the student. Agendas have included goal setting, career advice, manners and etiquette, anti-bullying and a range of guest speakers. Students have been encouraged to return something to society and during 2010 8 charities received support from the students and staff.

Tutor Time/Pastoral care programmes

Students participated in the following pastoral care programmes (age specific and appropriate):

- 1.Enlighten Education – 1 day Butterfly Effect Workshop
- 2.Ongoing goal setting and evaluation
- 3.Time management – assessment organisation, exam preparation, making summary notes etc.
- 4.Relaxation techniques
- 5.Good friendships – what are they?
- 6.Preparation for study
- 7.Examination skills
- 8.Organisation of both their school life and preparing for camp (Term 2) as well as

exploring ways to grow them as young adults of respect and responsibility within the school

9.Exploring pastoral care topics including bullying, time management and goal setting.

10.Fundraising/Charity and Community work

11.Girls participated in the Round Square Exchange program to Alice Springs, Tasmania and Ballarat and the Regional Round Square Conference in Singapore

12.Girls participated in Fiji Service Trip to St Christopher's Orphanage

13.Department and Grooming course offered to promote confidence building and appropriate presentation standards

14.Financial Literacy

15.Difference between being 17 & 18 in terms of the law

16.How to Vote

17.Interview techniques

18.Writing a curriculum vitae.

SECTION 18: PARENT, STUDENTS AND TEACHER SATISFACTION

The School actively promotes an “open door policy” with parent involvement both anticipated and welcomed. The Principal seeks to attend all meetings of the school-based groups and during the year attended a range of community meetings which had agendas of advantage to the school. The presence of the Principal at Old Girls' meetings also provided an effective forum for ensuring additional sections of the NEGS family were apprised of developments at the School. During the year the Principal attended Old Girls' meetings in Armidale as well as Melbourne, Brisbane and Sydney. Comprehensive reports relating to events at the school were provided in these forums.

The Parents and Friends' Association met on a regular basis and provided a further forum for parents to express their level of satisfaction. Meetings continued to attract a good representation of day and boarding families and issues raised were followed through to an appropriate outcome. The Principal's briefing session at these meetings ensured parents were informed of significant happenings in the School.

Students appreciated the opportunity to be elected and participate in the SRC deliberations and many worthwhile recommendations resulted. Many of the suggestions from the body were enacted to the benefit of the whole school community.

Whole school staff, academic staff, administrative staff, senior management and Heads of Departments meetings provided an effective forum for feedback to the Principal and the Board of Directors. The establishment of effective procedures in all these meetings ensured an outcomes-based structure

Formal assemblies also provided a further opportunity for students to show their leadership qualities while the forum also allowed various departments to showcase the achievements of individuals and groups. The organisational structure of Assembly was viewed favourably by staff, students and parents.

“Congratulations on a very successful Grandparents' Day. The concert showed just how dedicated to Music the school is and that pleases me.” (Guardian – Year 7 student).

“I have to thank you and all of the staff at NEGS for looking after A... so well. If it were possible A... would prefer to finish her education with you all at NEGS. She has enjoyed her whole experience of Australia.” (Mother of Scottish exchange student).

“I want to express my appreciation and thanks for the teachers' dedication and efforts with K... Unfortunately, that was missing at her former school.” (Mother of Year 10 girl).

“C... is loving school. Last year we could not get one word out of her about her school day. This year she is so excited about everything she is learning and we are getting rundowns on every lesson.” (Year 7 mother).

“Thank you for your support for New England Sings! 2010. Your students' participation contributed significantly to the great success of this event.” (Community member).

“On behalf of the Armidale Riding Club I would like to commend the NEGS girls who attended our September Associate Championships. The girls conducted themselves in a very professional manner. They were courteous, polite and willing to assist our volunteers when required and we really appreciated the assistance they offered.”

(Community member).

"We have been impressed with the professional standard and caring environment at NEGS. C... has shared many wonderful country experiences she will carry with her for the rest of her life and she will leave NEGS as an independent individual with lifelong friends." (Year 10 Mother).

"The year this far has been nothing but a huge pleasure and I would recommend any parent to place their child in Transition with the wonderful staff members you have." (Mother, Transition student).

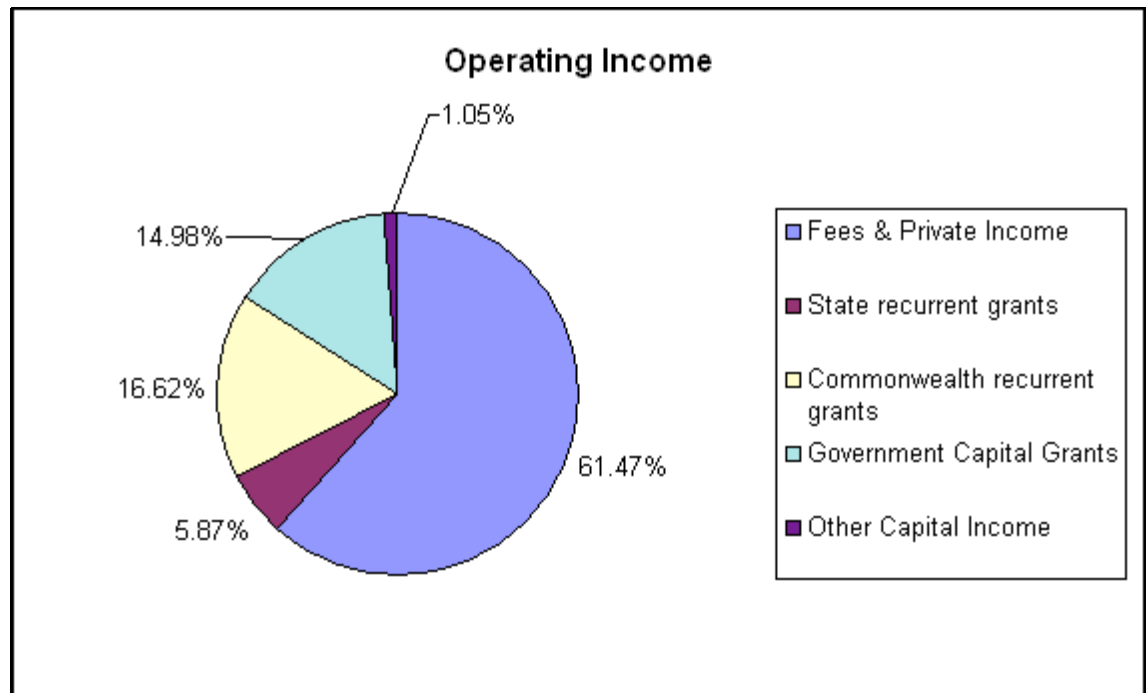
"The strength of NEGS is having a school community that supports everything that I like and I have been lucky enough to do." (Year 12 student).

"There is a genuine pride in the School as reflected in the uniform, grounds and general attitude while the small numbers provide close bonds and more attention in class." (Year 12 student).

SECTION 19: SUMMARY OF FINANCIAL INFORMATION

Summary of Operating Income and Expenditure

OPERATING INCOME	
Fees & Private Income	61.47%
State recurrent grants	5.87%
Commonwealth recurrent grants	16.62%
Government Capital Grants	14.98%
Other Capital Income	1.05%
	<u>100.00%</u>



OPERATING EXPENDITURE

	59.
Salaries, allowances & related expenses	89
	%
	39.
Non Salary Expenses	55
	%
	0.5
Capital Expenditure	6%
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